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ABSTRACT

Designed to provide direction and guidance for secondary classroom teachers in planning classroom instruction in speech, this guide is organized into four groupings ("strands"): thinking, writing, listening, and speaking. Each page, in chart form and headed by a statement of goal ("terminal objective"), shows instructional objectives, associated content statements, skills and activities that may be used to enhance the understanding of the terminal objectives, and academic competencies. A page for suggestions is attached. (SR)

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# LANGUAGE ARTS
# CURRICULUM GUIDE

## SPEECH

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## PREFACE

The organization of a school curriculum may vary in order to meet the needs of the student population served. This curriculum guide has been designed to provide flexibility in developing educational programs, while allowing school systems to meet state curriculum requirements. The State Board of Education has determined that curriculum frameworks for Tennessee schools will be organized by subject areas. RULES, REGULATIONS, AND MINIMUM STANDARDS of the State Board of Education, in section 0520-1-3.02(3)(a), states as follows:

> The State Board of Education shall establish a curriculum framework for each subject area, grades K-12. These frameworks shall contain the broad goals and objectives which identify the minimum content required at each grade level. The approved frameworks shall be the basis for planning instructional programs in each local school system.
>
> The Department of Education shall utilize the approved framework to develop curriculum guides in each subject, grades K-12. School systems shall use the curriculum guides made available by the State Department of Education or locally developed guides which have been approved by the State Board of Education upon the recommendation of the Commissioner of Education.

The language arts curriculum guide is designed to provide a scope and sequence for the teaching of language arts. Its use will enable students to understand and use effective oral and written communication; to think logically, critically and creatively; and to apply these skills in other content areas and in everyday life. Implementation of the language arts curriculum guide requires initial inservice training, on-going staff development, and continuous program monitoring.

The 9-12 language arts curriculum is divided into areas and strands. The curriculum guide includes the goals, concepts, and terminal objectives of the state approved framework. Terminal objectives can be identified by five or six characters. The first number is the grade level, the first letter is the discipline, the next number is the area, the next letter is the strand, and the final number is the terminal objective number.

Example - the terminal objective number 10E1A2 is translated as follows:

10 = Grade - 10 (Speech and Journalism will use "S" - Secondary)
E = Discipline - English
1 = Area - Reading
A = Strand - Comprehension
2 = Terminal Objective - 2

Each page of the guide contains suggested instructional objectives, associated content statements, and skills and activities that may be used to enhance the understanding of the terminal objective. The curriculum cross-reference indicates where this objective appears in the curriculum guide of another discipline and may be helpful in unit planning. The column labeled "Resources" is designed to be used at the local level. The resource column content is contingent upon the textbooks, library materials, and other resources available to the teacher.

## DESCRIPTION OF CURRICULUM FRAMEWORK CATEGORIES

Curriculum frameworks are developed by committees of Tennessee educators and approved by the State Board of Education. Frameworks identify the minimum curricular requirements of each grade level in each subject area. The top of each guide page is composed of information from that subject's curriculum framework.

Curriculum frameworks contain clear statements of the goals of the educational program, specifying the ultimate learning toward which students are striving. State curriculum frameworks contain three types of goals: (1) the goals of Education in Tennessee as set forth by the State Board of Education in Rules, Regulations, and Minimum Standards, (2) the goals of the subject area which state the broad purposes of the subject, grades K-12, and (3) the goals of the grade level which identify the desired outcomes at the end of one year. The number of goals may vary from subject to subject and from grade level to grade level. They should be adequate to include the appropriate identified needs. The three levels of goals should serve as a basis for developing learning objectives.

Subject Areas and Concepts: Format decisions are made after careful consideration of the scope and sequence of the subject across the grade levels, K-12. Subject areas and concepts have been included on each grade level in some frameworks to provide consistency throughout the documents.

Strands: The objectives in a curriculum framework are organized according to strands with headings which identify the commonality of the objectives within the strand (grouping). Although there are no hard and fast rules regarding the selection of strands for any subject area, consideration is given to the feasibility of developing units of study based upon the objectives within each strand.

Terminal Objectives: Terminal objectives are statements of expectations within each strand. They relate to the topics and/or concepts identified in those subjects which use these categories. These objectives specify target learnings which should be developed over a period of time. They are stated in broad terms in order to accommodate a range of abilities, learning styles, and resources. They begin with a general statement of expected behavior, such as "to understand," in order to encompass all three domains of learning -- cognitive, psychomotor, and affective.

TERMINAL OBJECTIVES PROVIDE THE OUTLINE PARAMETERS FOR THE DEVELOPMENT OF CURRICULUM GUIDES. The writers of curriculum guides have wide latitude in determining the degree of depth to which each terminal objective will be developed at a grade level. However, each terminal objective included in the State Board approved framework must be addressed at that grade level in the curriculum guide.

## DESCRIPTION OF CURRICULUM GUIDE CATEGORIES

This curriculum guide was developed by a committee of Tennessee educators. It is based on the curriculum framework for this subject.

Instructional Objectives: Instructional objectives identify the specific learnings encompassed within the framework and the general behaviors to be expected to show evidence of the learning. Instructional objectives clarify the level of difficulty of the terminal objective and break the learning into manageable, measurable bits. Classroom teachers should substitute a specific behavior which will evidence the learning for the general behavior. There is no definite number of instructional objectives required to address a terminal objective adequately; however, sufficient learning opportunities must be given students to develop a working knowledge of the terminal objective to the best of their abilities. Local school systems and/or classroom teachers are at liberty to add objectives and/or alter objectives to meet the needs of students.

Content: Some content which should be emphasized in teaching the instructional objective is identified in the curriculum guide. Additional content to be included would depend upon the textbook used and the discretion of the classroom teacher.

Skills: A state curriculum guide identifies skills (thinking skills, reference and study skills, writing skills, reading skills, listening skills, and motor skills) which may either be taught or reinforced in conjunction with the teaching of the instructional objectives. Skills which are prerequisites for mastery of an objective may also be listed here.

Activities: Curriculum guides include at least one activity for each instructional objective listed. Classroom teachers may choose to utilize the suggested activity or may substitute another activity. The activity recommended should provide a means of actively involving the students in the learning process. Some activities are suggestions for the delivery of instruction while others are suggestions for guided or independent practice.

Curriculum Cross-Reference: One of the most difficult responsibilities of the classroom teacher is that of scheduling instruction in order to cover curriculum requirements adequately. Correlating the instructional objectives in a particular curriculum guide to instructional objectives in other guides at the same grade level will reduce the amount of new learning to be introduced and will show the relationship of one subject to another. This information allows teachers to cluster objectives and to utilize an interdisciplinary approach in teaching.

Test Correlations: The symbol "@" indicates an objective or activity which relates directly either to the Stanford Achievement Test or to the Tennessee Proficiency Test.

Academic Competencies: Outcomes which appear in Academic Preparation for College and Academic Preparation in English, publications of The College Board, are listed with appropriate instructional objectives.

## USING CURRICULUM GUIDES

The curriculum guides have been designed to provide direction and guidance to classroom teachers in planning for classroom instruction. Information contained within the guides can be utilized in a variety of ways to assist teachers in planning quality lessons. However, the curriculum guides alone are not sufficient to provide adequate learning experiences tailored to meet the needs of every student.

Organizing Objectives: Local school systems and/or teachers may wish to reorganize objectives into units or clusters or may wish to reorder the sequence suggested within a grade level. Curriculum cross-references are given in state guides in order to provide information concerning the similarities and overlaps of curricular objectives. The State Board of Education requires only that the framework objectives be addressed. The strategies utilized in teaching the curriculum are left to local discretion.

Completing a Task Analysis: Curriculum guides will not identify prerequisite learnings which are critical for mastery of an objective. Teachers must analyze the task inherent in an objective and determine the lesson objectives and input necessary for mastery of the guide objective. Task analysis will enable the teacher to select and modify guide objectives to meet the needs of students. The objectives in the guides may be modified to be appropriate for all students, from gifted to remedial. The behaviors chosen by the teacher to evidence the learning will specify the level of the objective.

Selecting Teacher Strategies and Resources: The classroom teacher will develop lesson plans based upon the task analysis of the guide objectives. Teachers should use available materials and resources, including desk--but not limited to--textbooks, to plan lessons which give students maximum opportunities in utilizing all three domains of learning--cognitive, affective, and psychomotor.

Teaching the Curriculum: Curriculum guides provide teachers with suggestions for classroom learning experiences which are aimed specifically toward the objectives; however, teaching methods and classroom organizational techniques are generally left to the teacher's expertise and knowledge of the learning styles of the students. The Tennessee Instructional Model provides one means of delivery of instruction. Teachers are responsible for teaching the curriculum in such a way that learning is maximized.

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Perry County
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Putnam County
Rhea County
Roane County
Smith County
Tullahoma
White County
Wilson County

Judith Morgan, Language Arts Consultant
Tennessee Department of Education

SPEECH TABLE OF CONTENTS


| STRAND: Thinking | | PAGE |
|---|---|---|
| SSOA1.00 | To understand the role of persuasion in communication | |
| 1.01 | define persuasion | 1 |
| 1.02 | identify types of persuasive appeal | 1 |
| 1.03 | use persuasive appeals consistent with acceptable ethics | 2 |
| 1.04 | identify the role of the audience in determining effective types of appeal | 3 |
| SSOA2.00 | To understand the role of reasoning in communication | |
| 2.01 | define reasoning | 4 |
| 2.02 | explain the necessity for the ability to reason | 4 |
| SSOA3.00 | To understand the process of logical thinking | |
| 3.01 | define logic | 5 |
| 3.02 | demonstrate an understanding of inductive reasoning | 5 |
| 3.03 | demonstrate an understanding of deductive reasoning | 6 |
| 3.04 | recognize fallacies in reasoning | 7 |
| 3.05 | identify the principles of argumentation and refutation | 8 |
| 3.06 | employ the principles of argumentation and refutation | 8 |
| STRAND: Writing | | |
| SSOB1.00 | To understand the importance of correct grammar and mechanics in writing | |
| 1.01 | demonstrate correct grammar and mechanics in written assignments | 9 |
| 1.02 | demonstrate the value of standard grammar and mechanics in written material | 9 |

| | | |
|---|---|---|
| SSOB2.00 | To understand the use of thinking skills in writing | |
| 2.01 | demonstrate logical thinking in organizing speeches | 10 |
| 2.02 | demonstrate logical thinking in writing speeches | 10 |
| 2.03 | demonstrate logical thinking in writing evaluations | 11 |
| 2.04 | demonstrate effective persuasion in writing speeches | 11 |
| SSOB3.00 | To understand effective self-expression in writing | |
| 3.01 | demonstrate confidence and acceptance within a group | 12 |
| 3.02 | recognize ways to improve self-expression | 13 |
| 3.03 | demonstrate effective expression in writing | 14 |
| 3.04 | evaluate self-expression | 14 |
| SSOB4.00 | To understand the organization and development of a written speech | |
| 4.01 | identify purpose | 15 |
| 4.02 | use valid criteria in choosing a topic | 16 |
| 4.03 | demonstrate effective statement of purpose | 17 |
| 4.04 | recognize patterns of organization | 18 |
| 4.05 | demonstrate correct outlining technique | 18 |
| 4.06 | produce effective and appropriate introductions | 19 |
| 4.07 | demonstrate effective development of a written speech | 20 |
| 4.08 | produce effective and appropriate conclusions | 21 |
| 4.09 | evaluate the effectiveness of written speeches | 21 |
| SSOB5.00 | To understand the unifying devices of writing | |
| 5.01 | recognize unifying and transitional devices | 22 |
| 5.02 | demonstrate the use of unifying devices appropriate to a particular speech | 22 |
| 5.03 | evaluate effective use of transitional devices | 23 |
| SSOB6.00 | To understand the relationship between vocabulary development and effective communication | |
| 6.01 | explain the need for vocabulary development in writing | 24 |
| 6.02 | demonstrate the use of effective vocabulary | 24 |

SSOB7.00 To understand methods of research
7.01 locate information using a variety of sources 25
7.02 demonstrate effective notetaking procedures 26
7.03 synthesize information 27
7.04 demonstrate effective use of support materials 27
7.05 use non-library sources 28
7.06 evaluate use of research materials 29

STRAND: Listening

SSOC1.00 To understand the role of listening in deriving information
1.01 identify levels of listening 30
1.02 demonstrate effective note taking based on material presented orally 31
1.03 describe the responsibilities of listening as an audience member 32

SSOC2.00 To understand the role of listening in processing information
2.01 apply information derived from listening to new situations 33
2.02 identify strengths and weaknesses of delivered speeches 33
2.03 identify arguments made in a debate 34

STRAND: Speaking

SSOD1.00 To understand memorization techniques
1.01 describe the difference between memorizing and "sounding memorized" 35
1.02 demonstrate effective memorization techniques 35

| | | |
|---|---|---|
| SS0D2.00 | To use effective self-expression in public speaking | |
| 2.01 | demonstrate standard usage in speaking | 36 |
| 2.02 | identify the characteristics of self-expression in speaking | 36 |
| 2.03 | identify ways to improve self-expression | 37 |
| 2.04 | demonstrate effective self-expression in speaking | 37 |
| 2.05 | practice parliamentary procedure | 38 |
| SS0D3.00 | To understand the unifying devices of a speech (Addressed in Terminal Objective SS0B5) | |
| SS0D4.00 | To understand research (Addressed in Terminal Objective SS0B7) | |
| SS0D5.00 | To understand the use of thinking skills in public speaking | |
| 5.01 | organize logical speeches | 39 |
| 5.02 | demonstrate effective persuasion in speaking | 40 |
| 5.03 | demonstrate effective argumentation and refutation in debate | 40 |
| SS0D6.00 | To understand vocabulary development (Addressed in Terminal Objective SS0B6) | |
| SS0D7.00 | To understand the elements of effective oral communication | |
| 7.01 | identify the qualities of famous voices | 41 |
| 7.02 | experience group dynamics | 41 |
| 7.03 | identify rhetorical techniques | 42 |
| 7.04 | demonstrate effective breath control | 42 |
| 7.05 | demonstrate correct articulation | 43 |
| 7.06 | demonstrate appropriate diction | 43 |
| 7.07 | demonstrate improved speech quality | 44 |
| 7.08 | demonstrate the importance of the body as a whole to effective speech | 45 |

| | | |
|---|---|---|
| SSOD8.00 | To understand how to control and direct speech in various situations | |
| 8.01 | determine the most effective way to present a speaking assignment | 46 |
| 8.02 | demonstrate effective speech in a variety of situations | 46 |

## LANGUAGE ARTS - SECONDARY

**COURSE:** Speech

**GOAL:** SS000 Understanding and utilizing expression

**TERMINAL OBJECTIVE:** SS0A1.00 To understand the role of persuasion in communication

| INSTRUCTIONAL OBJECTIVES | CONTENT | SKILLS | ACTIVITIES | CURRICULUM CROSS-REFERENCE | RESOURCES |
|---|---|---|---|---|---|
| The learner will 1.01 define persuasion. | Persuasion is the art of convincing or swaying the views of another. | demonstrating knowledge | A. Have students define persuasion and list examples of people or professions that use persuasion. | | |
| | | comprehending | B. Have students give examples of persuasion in everyday life. | | |
| 1.02 identify types of persuasive appeal. | Three types of persuasive appeal are personal (identification), emotional, and logical. | applying | A. Have students cite examples of persuasive appeals they encounter. | | |
| | | analyzing | B. Provide students with examples of persuasion and have them identify the type of appeal for each. | | |

ACADEMIC COMPETENCY:

-to present an opinion persuasively

**COURSE:** Speech

**GOAL:** SS000 Understanding and utilizing expression

**TERMINAL OBJECTIVE:** SS0A1.00 To understand the role of persuasion in communication

| INSTRUCTIONAL OBJECTIVES | CONTENT | SKILLS | ACTIVITIES | CURRICULUM CROSS-REFERENCE | RESOURCES |
|---|---|---|---|---|---|
| The learner will<br>1.03 use persuasive appeals consistent with acceptable ethics. | Ethical persuasion should avoid improper appeals to emotion, such as "loaded" words and fallacies in reasoning (see Instructional Objective SS0A3.04). | analyzing | A. Have students listen to political speeches and persuasive advertising to find examples of improper persuasive techniques. | | |
| | | analyzing | B. Have students compare models of speeches containing ethical and unethical appeals. | | |
| | | synthesizing | C. Have students in pairs prepare two speeches arguing the same point, one using sound persuasion, the other using deceptive arguments. | | |

ACADEMIC COMPETENCIES:

-to choose and organize related ideas
-to present an opinion persuasively

**COURSE:** Speech

**GOAL:** SS000 Understanding and utilizing expression

**TERMINAL OBJECTIVE:** SS0A1.00 To understand the role of persuasion in communication

| INSTRUCTIONAL OBJECTIVES | CONTENT | SKILLS | ACTIVITIES | CURRICULUM CROSS-REFERENCE | RESOURCES |
|---|---|---|---|---|---|
| The learner will 1.04 identify the role of the audience in determining effective types of appeal. | The speaker must analyze the audience as to composition (demographics), why they are together (situation), and what they know or think about the topic (attitudes). | analyzing | A. Have students analyze the composition of an audience by determining age, gender, occupation, educational background, religion, political background, and ethnic or cultural background. | | |
| | | comprehending | B. Have students discuss why each of the questions in activity A would affect the presentation of a speech. | | |
| | | comprehending | C. Have students write a description of the place a speech is to be given, noting advantages and disadvantages. | | |
| | | analyzing | D. Have students discuss the effect of location on the understanding and appreciation of speeches they have heard. | | |
| | | analyzing | E. Have students analyze their own attitudes toward certain controversial topics and list the things which have influenced their beliefs. | | |
| | | analyzing | F. Have students discuss the three types of appeal as they relate to the facts about an audience. | | |

ACADEMIC COMPETENCY:

-to vary one's use of spoken language to suit different situations

# LANGUAGE ARTS - SECONDARY

**COURSE:** Speech

**GOAL:** SS000 Understanding and utilizing expression

**TERMINAL OBJECTIVE:** SS0A2.00 To understand the role of reasoning in communication

| INSTRUCTIONAL OBJECTIVES | CONTENT | SKILLS | ACTIVITIES | CURRICULUM CROSS-REFERENCE | RESOURCES |
|---|---|---|---|---|---|
| The learner will<br>2.01 define reasoning. | Reasoning is the power of comprehending, inferring, and thinking in orderly, rational ways. | comprehending | A. Have students discuss the use of reasoning in concrete situations, using models as a basis for discussion. | | |
| | | demonstrating knowledge | B. Have students list occasions which call for reasoning. | | |
| 2.02 explain the necessity for the ability to reason. | The power to reason is necessary for clear communication. In a democracy, all citizens have the opportunity and the right to express opinions and make choices. The ability to use sound reasoning is paramount in exercising these rights and opportunities responsibly. | demonstrating knowledge | A. Have students in small groups list opportunities in various classes which require public speaking. | | |
| | | demonstrating knowledge | B. Have students poll adults to find out about various situations they encounter which require speaking. | | |
| | | comprehending | C. Have students suggest and explain the opportunities for public speaking they may encounter in the future. | | |
| | ACADEMIC COMPETENCY:<br><br>-to recognize and use inductive and deductive reasoning | | | | |

27

26

**COURSE:** Speech

**GOAL:** SS000 Understanding and utilizing expression

**TERMINAL OBJECTIVE:** SS0A3.00 To understand the process of logical thinking

| INSTRUCTIONAL OBJECTIVES | CONTENT | SKILLS | ACTIVITIES | CURRICULUM CROSS-REFERENCE | RESOURCES |
|---|---|---|---|---|---|
| The learner will<br>3.01 define logic. | Logic is the science which deals with the validity of inference and demonstration and the formal principles of reasoning. | demonstrating knowledge | A. Have students cite examples of the use of logic in other subject areas. | | |
| | | comprehending | B. Have students examine sets of paragraphs or outlines to determine those which are not logical. (Refer to objective 3.04.) | | |
| 3.02 demonstrate an understanding of inductive reasoning. | Inductive reasoning arrives at a general or universal statement by considering a number of concrete examples. | comprehending | A. Have students discuss examples of inductive reasoning. | | |
| | | comprehending | B. Have students cite examples of inductive reasoning in everyday life. | | |
| | | applying | C. Have students prepare arguments on a topic using inductive reasoning. | | |

ACADEMIC COMPETENCY:

-to recognize and use inductive and deductive reasoning

## LANGUAGE ARTS - SECONDARY

**COURSE:** Speech

**GOAL:** SS000 Understanding and utilizing expression

**TERMINAL OBJECTIVE:** SS0A3.00 To understand the process of logical thinking

| INSTRUCTIONAL OBJECTIVES | CONTENT | SKILLS | ACTIVITIES | CURRICULUM CROSS-REFERENCE | RESOURCES |
|---|---|---|---|---|---|
| The learner will 3.03 demonstrate an understanding of deductive reasoning. | Deductive reasoning derives a specific or particular point by reasoning from a general principle or premise to a conclusion which logically follows. It is often expressed as a syllogism containing a major premise, a minor premise, and a conclusion. | comprehending | A. Have students discuss models of deductive reasoning. | | |
| | | applying | B. Have students pepare brief arguments using deductive reasoning. | | |
| | | analyzing | C. Have students cite examples of deductive reasoning used in model speeches or debated in class. | | |

ACADEMIC COMPETENCY:

-to recognize and use inductive and deductive reasoning

**COURSE:** Speech

**GOAL:** SS000 Understanding and utilizing expression

**TERMINAL OBJECTIVE:** SS0A3.00 To understand the process of logical thinking

| INSTRUCTIONAL OBJECTIVES | CONTENT | SKILLS | ACTIVITIES | CURRICULUM CROSS-REFERENCE | RESOURCES |
|---|---|---|---|---|---|
| The learner will 3.04 recognize fallacies in reasoning. | Fallacies in reasoning are thought processes or persuasive techniques which violate the rules of logic. They include fallacies of cause and effect; oversimplification; non sequitur; post hoc fallacy; fallacies of evidence; overgeneralization; faulty statistics; faulty sampling; emotive language; appeal to general prejudice; introductory comments; transfer; bandwagon; argumentum ad hominem (attacking the man rather than the idea); gobbledygook and jargon; begging the question; reasoning backward; and others. | comprehending | A. Have students discuss examples of fallacies. | | |
| | | analyzing | B. Provide students with examples and have them label the fallacy. | | |
| | | analyzing | C. Have students listen to or read a speech by a political candidate to identify fallacies. | | |
| | | comprehending | D. Have students create examples of fallacies. | | |
| | | comprehending, analyzing | E. Have students role play an argument between a parent and child in which each is trying to persuade the other of something. Have class identify the fallacies. | | |

ACADEMIC COMPETENCIES:

-to recognize fallacies in reasoning
-to question inconsistency in logic

**COURSE:** Speech

**GOAL:** SS000 Understanding and utilizing expression

**TERMINAL OBJECTIVE:** SS0A3.00 To understand the process of logical thinking

| INSTRUCTIONAL OBJECTIVES | CONTENT | SKILLS | ACTIVITIES | CURRICULUM CROSS-REFERENCE | RESOURCES |
|---|---|---|---|---|---|
| The learner will 3.05 identify the principles of argumentation and refutation. | Formal debate employs the following terms: proposition, affirmative, negative, argument, evidence, brief, refutation, constructive speech, and rebuttal speech. The skills involved are researching and presenting a logical argument for or against a proposition; listening for ways to refute the opponent's arguments; and logical thinking and expression under pressure. | comprehending | A. Provide students with models of the parts of debate for discussion and study. | | |
| | | comprehending | B. Have students observe or listen to a debate and identify the parts. | | |
| | | comprehending | C. Work with the librarian or English teacher to assign projects which help students review or develop research skills. (See Terminal Objective SS0B7.) | | |
| 3.06 employ the principles of argumentation and refutation. | See Instructional Objectives SS0A3.05 and SS0D5.03. | synthesizing | A. After studying a model, have students prepare a brief on a given topic using at least three sources of information. | | |
| | | synthesizing | B. Have students debate a topic of their choosing to exhibit principles of argumentation and refutation. | | |
| | ACADEMIC COMPETENCIES: | | | | |
| | -to engage critically and constructively in the exchange of ideas<br>-to engage in discussion as both speaker and listener | | | | |

**COURSE:** Speech

**GOAL:** SS000 Understanding and utilizing expression

**TERMINAL OBJECTIVE:** SS0B1.00 To understand the importance of correct grammar and mechanics in writing

| INSTRUCTIONAL OBJECTIVES | CONTENT | SKILLS | ACTIVITIES | CURRICULUM CROSS-REFERENCE | RESOURCES |
|---|---|---|---|---|---|
| The learner will 1.01 demonstrate correct grammar and mechanics in written assignments. | Written assignments include outlines, speeches, evaluations, and reports. | demonstrating knowledge | A. Provide students with a grammar/ mechanics checklist and have them do self-checks on written assignments. | | |
| | | demonstrating knowledge | B. Have students in small groups read each other's assignments using the checklist. | | |
| 1.02 demonstrate the value of standard grammar and mechanics in written material. | Effective written communication requires standard usage and style for clarity and impression. | comprehending | A. Bring to class examples of incorrect usage or typographical mistakes and have the class discuss their effect on communication. | | |
| | | comprehending | B. Have students practice orally with sets of sentences in which a change of punctuation changes the oral presentation and the meaning. Discuss. | | |

ACADEMIC COMPETENCY:

-to use the conventions of standard written English

## LANGUAGE ARTS - SECONDARY

**COURSE:** Speech

**GOAL:** SS000 Understanding and utilizing expression

**TERMINAL OBJECTIVE:** SS0B2.00 To understand the use of thinking skills in writing

| INSTRUCTIONAL OBJECTIVES | CONTENT | SKILLS | ACTIVITIES | CURRICULUM CROSS-REFERENCE | RESOURCES |
|---|---|---|---|---|---|
| The learner will 2.01 demonstrate logical thinking in organizing speeches. | See Instructional Objective SS0B4.05. | | See Instructional Objective SS0B4.05. | | |
| 2.02 demonstrate logical thinking in writing speeches. | See Instructional Objective SS0B4.09. | | See Instructional Objective SS0B4.09. | | |

**COURSE:** Speech

**GOAL:** SS000 Understanding and utilizing expression

**TERMINAL OBJECTIVE:** SS0B2.00 To understand the use of thinking skills in writing

| INSTRUCTIONAL OBJECTIVES | CONTENT | SKILLS | ACTIVITIES | CURRICULUM CROSS-REFERENCE | RESOURCES |
|---|---|---|---|---|---|
| The learner will 2.03 demonstrate logical thinking in writing evaluations. | A written evaluation should follow a logical pattern with support given for any criticisms made. Personal bias and emotional reactions should be minimized. | evaluating | A. Have students use a checklist of factors for evaluating speeches of other students, and have them write a summary of the evaluation. | | |
| | | evaluating | B. Have students evaluate recorded and/ or taped professional speeches. | | |
| 2.04 demonstrate effective persuasion in writing speeches. | Persuasion is the art of convincing or swaying the views of a person. | synthesizing | A. Have students write a five to ten minute stimulative speech. | | |
| | | synthesizing | B. Have students write a researched argumentative speech persuading the audience to take action or to be aware of a problem. | | |

ACADEMIC COMPETENCIES:

-to organize, select, and relate ideas and to outline and develop them in coherent paragraphs
-to vary one's writing style for different readers and purposes

**COURSE:** Speech

**GOAL:** SS000 Understanding and utilizing expression

**TERMINAL OBJECTIVE:** SS0B3.00 To understand effective self-expression in writing

| INSTRUCTIONAL OBJECTIVES | CONTENT | SKILLS | ACTIVITIES | CURRICULUM CROSS-REFERENCE | RESOURCES |
|---|---|---|---|---|---|
| The learner will 3.01 demonstrate confidence and acceptance within a group. | Effective self-expression is the ability to communicate one's own thoughts in clear, concise, and convincing style. Students must feel at ease with themselves and with the group in order to communicate effectively. See also Terminal Objective SS0D2. | receiving | A. Have students discuss the qualities of friendship and of their closest friends, leading them to recognize that they value being accepted for themselves. | | |
| | | receiving | B. Have students list ten adjectives, possibly chosen from a list, which describe them individually. | | |
| | | responding | C. Have students experience various group and individual "trust experiences" which allow them to feel comfortable and accepted. | | |
| | | responding | D. Discuss with students questions such as "Do you think freedom of expression helps or hinders creativity?" and "Why do you think people tend to stereotype others rather than to accept them on their own merits?" | | |
| | ACADEMIC COMPETENCY: | | | | |
| | -to contribute to classroom discussions | | | | |

**COURSE:** Speech

**GOAL:** SS000 Understanding and utilizing expression

**TERMINAL OBJECTIVE:** SS0B3.00 To understand effective self-expression in writing

| INSTRUCTIONAL OBJECTIVES | CONTENT | SKILLS | ACTIVITIES | CURRICULUM CROSS-REFERENCE | RESOURCES |
|---|---|---|---|---|---|
| The learner will 3.02 recognize ways to improve self-expression. | Self-expression is improved by learning to release thoughts, accept fair criticism, and learn from one's own mistakes. Efforts to improve vocabulary and usage are necessary. | responding | A. Have students perform writing exercises which elicit personal reaction such as "I am happy when I . . ." | | |
| | | responding | B. Have students respond to written or oral speech critiques in a small group setting. | | |
| | | comprehending | C. Have students identify their own problems with self-expression and discuss ways to improve. | | |

ACADEMIC COMPETENCY:

-to accept constructive criticism and to learn from it

45

# LANGUAGE ARTS - SECONDARY

**COURSE:** Speech

**GOAL:** SS000 Understanding and utilizing expression

**TERMINAL OBJECTIVE:** SS0B3.00 To understand effective self-expression in writing

| INSTRUCTIONAL OBJECTIVES | CONTENT | SKILLS | ACTIVITIES | CURRICULUM CROSS-REFERENCE | RESOURCES |
|---|---|---|---|---|---|
| The learner will 3.03 demonstrate effective expression in writing. | Effective self-expression is the ability to communicate thoughts in clear, concise, and convincing style. | synthesizing | A. Have students write a short introductory speech about themselves. | | |
| | | synthesizing | B. Have students prepare manuscript speeches on non-researched topics. | | |
| | | comprehending | C. Have students rewrite passages from their own speeches to make them more effective. | | |
| 3.04 evaluate self-expession. | Evaluation of self-expression in the writing of others or one's own writing relies upon a clear understanding of the role of logic, word choice, sentence structure, usage and style in written communication. | evaluating | A. Have students in small groups provide oral critiques of student speeches. | | |
| | | evaluating | B. Have students evaluate their own written speeches for elements of effective self expression. | | |

ACADEMIC COMPETENCIES:

-to write as a way of discovering and clarifying ideas
-to improve one's own writing by restructuring, correcting errors, and rewriting

**COURSE:** Speech

**GOAL:** SS000 Understanding and utilizing expression

**TERMINAL OBJECTIVE:** SS0B4.00 To understand the organization and development of a written speech

| INSTRUCTIONAL OBJECTIVES | CONTENT | SKILLS | ACTIVITIES | CURRICULUM CROSS-REFERENCE | RESOURCES |
|---|---|---|---|---|---|
| The learner will<br>4.01 identify purpose. | Speeches include those which are introductory, demonstrative, informative, stimulative, persuasive, narrative (storytelling), and entertaining. "Hidden agenda" is an unstated purpose. | demonstrating knowledge | A. Have students list and compare topics people of their age would find entertaining. | | |
| | | comprehending | B. Have students in small groups tell jokes or humorous stories and then discuss them as examples of speeches made to entertain. | | |
| | | comprehending | C. Have students list topics of current interest to the public and write a short explanation of why they are interesting. | | |
| | | demonstrating knowledge | D. Have students identify controversial topics which would suit persuasive speeches. | | |
| | | comprehending | E. Have students identify the purpose behind various want ads. | | |
| | | analyzing | F. Have students write a short paper about a speech or lecture as to the effectiveness of the speaker's statement and accomplishment of purpose. | | |

ACADEMIC COMPETENCIES:

-to recognize different purposes and methods of writing
-to recognize the intention of a speaker

**COURSE:** Speech

**GOAL:** SS000 Understanding and utilizing expression

**TERMINAL OBJECTIVE:** SS0B4.00 To understand the organization and development of a written speech

| INSTRUCTIONAL OBJECTIVES | CONTENT | SKILLS | ACTIVITIES | CURRICULUM CROSS-REFERENCE | RESOURCES |
|---|---|---|---|---|---|
| The learner will 4.02 use valid criteria in choosing a topic. | The topic should be appropriate to the audience, appropriate to the speaker, and appropriate to the speaking situation. See content SS0A1.04 for audience analysis. | demonstrating knowledge | A. Have students brainstorm possible specific topics from a given general one. | | |
| | | comprehending | B. Have individual students narrow a general topic to a specific one which fits the time and purpose for the speech. | | |
| | | analyzing | C. Construct an interest inventory which students will complete to decide their own level of interest in a topic. | | |
| | | analyzing | D. Have students analyze the audience to determine an appropriate topic and style. | | |
| | | analyzing | E. Have students analyze the occasion for speaking. | | |

ACADEMIC COMPETENCIES:

-to conceive and develop ideas about a topic for the purpose of writing/speaking
-to write appropriately for different occasions, audiences, and purposes

**COURSE:** Speech

**GOAL:** SS000 Understanding and utilizing expression

**TERMINAL OBJECTIVE:** SSS0B4.00 To understand the organization and development of a written speech

| INSTRUCTIONAL OBJECTIVES | CONTENT | SKILLS | ACTIVITIES | CURRICULUM CROSS-REFERENCE | RESOURCES |
|---|---|---|---|---|---|
| The learner will 4.03 demonstrate effective statement of purpose. | A purpose statement identifies the audience, the subject, and the desired result. The statement also limits the speech by limiting the purpose. | comprehending | A. Have students rewrite faulty statements of purpose into more effective ones. | | |
| | | applying | B. Have students prepare a purpose statement for every speech assignment. | | |
| | | comprehending | C. Have students rewrite the purpose statement into a thesis statement which fits smoothly into the body of the speech. | | |

ACADEMIC COMPETENCY:

-to present an opinion persuasively

B3

B2

## LANGUAGE ARTS - SECONDARY

**COURSE:** Speech

**GOAL:** SS000 Understanding and utilizing expression

**TERMINAL OBJECTIVE:** SS0B4.00 To understand the organization and development of a written speech

| INSTRUCTIONAL OBJECTIVES | CONTENT | SKILLS | ACTIVITIES | CURRICULUM CROSS-REFERENCE | RESOURCES |
|---|---|---|---|---|---|
| The learner will<br>4.04 recognize patterns of organization. | Patterns of organization include chronological, spatial, logical or topical, classification, problem-solution, and cause-effect. | comprehending | A. Provide students with examples of each kind of organization for class discussion. | | |
| | | analyzing | B. Have students read or listen to various speeches and identify the pattern of organization. | | |
| | | applying | C. Provide students with speech topics and have them decide which organizational pattern would be most appropriate. | | |
| 4.05 demonstrate correct outlining technique. | An outline for a speech includes key words and phrases that serve as reminders to the speaker. An outline can also serve as the basis for a manuscript speech. Appropriate outlining form should be based on the adopted text or handbook being used in the school. | analyzing | A. Provide students practice in outlining by giving them a jumbled outline to put in logical order. | | |
| | | synthesizing | B. Have students research a topic and organize the information into outline form. | | |
| | | synthesizing | C. Have students create an outline for a non-researched speech and use note cards for the outline. | | |
| | ACADEMIC COMPETENCY: | | | | |
| 54 | -to organize, select, and relate ideas | | | | 55 |

## LANGUAGE ARTS - SECONDARY

**COURSE:** Speech

**GOAL:** SS000 Understanding and utilizing expression

**TERMINAL OBJECTIVE:** SS0B4.00 To understand the organization and development of a written speech

| INSTRUCTIONAL OBJECTIVES | CONTENT | SKILLS | ACTIVITIES | CURRICULUM CROSS-REFERENCE | RESOURCES |
|---|---|---|---|---|---|
| The learner will 4.06 produce effective and appropriate introductions. | Introductions should get the audience's attention, create interest, orient the audience to the speech, include a clear and precise thesis statement, and forecast major ideas. Introductions may use quotations, rhetorical questions, personal and historical references, humor, etc. - | synthesizing | A. Provide students with the outline of a speech for which they must write an introduction. | | |
| | | synthesizing | B. Have students prepare introductory remarks for presenting an imaginary speaker. | | |
| | | synthesizing | C. Have students write introductions for a variety of speech assignments - demonstration, persuasion, etc. | | |

ACADEMIC COMPETENCIES:

-to write appropriately for different occasions, audiences, and purposes
-to present an opinion persuasively

## LANGUAGE ARTS - SECONDARY

**COURSE:** Speech

**GOAL:** SS000 Understanding and utilizing expression

**TERMINAL OBJECTIVE:** SS0B4.00 To understand the organization and development of a written speech

| INSTRUCTIONAL OBJECTIVES | CONTENT | SKILLS | ACTIVITIES | CURRICULUM CROSS-REFERENCE | RESOURCES |
|---|---|---|---|---|---|
| The learner will 4.07 demonstrate effective development of a written speech. | A written manuscript speech guarantees the speaker will not forget what he plans to say; helps the speaker stay within time limits; and is valuable if the speaker will be held accountable for everything he says. The writer must keep in mind, however, that a speech is to be heard. Effective development may include facts, opinion, statistics, comparisons, contrasts, analogies, examples, incidents, and quotations. | analyzing | A. Have students in small groups read a sample speech aloud and then analyze the method of development. | | |
| | | synthesizing | B. Have students prepare a four-to-six-minute informative speech in written form. | | |
| | | synthesizing | C. Have students pepare an imaginary speech by the President on a topic involving foreign affairs. | | |

ACADEMIC COMPETENCY:

-to organize, select, and relate ideas

58

59

**COURSE:** Speech

**GOAL:** SS000 Understanding and utilizing expression

**TERMINAL OBJECTIVE:** SS0B4.00 To understand the organization and development of a written speech

| INSTRUCTIONAL OBJECTIVES | CONTENT | SKILLS | ACTIVITIES | CURRICULUM CROSS-REFERENCE | RESOURCES |
|---|---|---|---|---|---|
| The learner will<br>4.08 produce effective and appropriate conclusions. | Conclusions should summarize content, provide a link to introductory remarks, and provide an idea for the audience to remember. | synthesizing | A. Provide students with the body of a speech for which they must write a conclusion. | | |
| | | synthesizing | B. Have students write conclusions for various speaking assignments - demonstration speech, persuasive speech, etc. | | |
| | ACADEMIC COMPETENCY:<br>-to write appropriately for different occasions, audiences, and purposes | | | | |
| 4.09 evaluate the effectiveness of written speeches. | In evaluating speeches, the four elements of public speaking -- purpose, audience, speaker, and message -- should be considered. In addition, a written speech should contain correct usage, style, and organization, including effective introduction and conclusion. An evaluation checklist should be constructed for use. | evaluating | A. Provide students with written speeches by famous speakers to evaluate. | | |
| | | evaluating | B. Have students evaluate their own written speeches. | | |
| | | evaluating | C. Have students evaluate each other's written speeches and write a clear explanation of the evaluation. | | |
| | ACADEMIC COMPETENCY:<br>-to read critically | | | | |

**COURSE:** Speech

**GOAL:** SS000 Understanding and utilizing expression

**TERMINAL OBJECTIVE:** SS0B5.00 To understand the unifying devices of writing

| INSTRUCTIONAL OBJECTIVES | CONTENT | SKILLS | ACTIVITIES | CURRICULUM CROSS-REFERENCE | RESOURCES |
|---|---|---|---|---|---|
| The learner will<br>5.01 recognize unifying and transitional devices. | Internal transitions relate information within a section of a speech, often using such words as "also," "for example," and "however." External transitions connect points at different parts of an outline. | demonstrating knowledge | A. Have students in small groups read a speech from a book and list the internal transitions. | | |
| | | demonstrating knowledge | B. Repeat activity A, listing external transitions. Have groups compare lists. | | |
| 5.02 demonstrate the use of unifying devices appropriate to a particular speech. | The organization of a speech will suggest the use of particular devices and words. | synthesizing | A. Have students write a speech having three main points and underline their external transitions. | | |
| | | synthesizing | B. Have students write a speech using chronological organization and underline internal transitions. | | |
| | | synthesizing | C. Have students write a comparison/ contrast speech and underline transitional devices. | | |
| | ACADEMIC COMPETENCY:<br><br>-to organize, select, and relate ideas | | | | |

62

63

**COURSE:** Speech

**GOAL:** SS000 Understanding and utilizing expression

**TERMINAL OBJECTIVE:** SS0B5.00 To understand the unifying devices of writing

| INSTRUCTIONAL OBJECTIVES | CONTENT | SKILLS | ACTIVITIES | CURRICULUM CROSS-REFERENCE | RESOURCES |
|---|---|---|---|---|---|
| The learner will 5.03 evaluate effective use of transitional devices. | Transitional devices tie a speech together and help the speaker move smoothly from one idea to another. | evaluating | A. Have students evaluate the smoothness of their own transitions. | | |
| | Transitions also indicate the relationship between ideas. | evaluating | B. Have students evaluate transitions in recorded or printed speeches. | | |
| | | evaluating | C. Have students evaluate transitions in the speeches of other students. | | |

ACADEMIC COMPETENCY:

-to read critically

**COURSE:** Speech

**GOAL:** SS000 Understanding and utilizing expression

**TERMINAL OBJECTIVE:** SS0B6.00 To understand the relationship between vocabulary development and effective communication

| INSTRUCTIONAL OBJECTIVES | CONTENT | SKILLS | ACTIVITIES | CURRICULUM CROSS-REFERENCE | RESOURCES |
|---|---|---|---|---|---|
| The learner will<br>6.01 explain the need for vocabulary development in writing. | Vocabulary development gives variety and improves self-expression. In speech, finding the exact word to communicate an idea is important. | applying | A. Have students take a list of words such as "program" and provide a list of more concrete words. | | |
| | | analyzing, comprehending | B. Have students analyze writing samples for use of vocabulary and compare effectiveness. | | |
| | | analyzing, comprehending | C. Have students analyze the effects of jargon (specialized words) on their understanding of what they hear. (One example is computer terminology.) | | |
| 6.02 demonstrate the use of effective vocabulary. | Written speeches and evaluations should show use of words chosen for precision, clarity and variety. Concrete words are preferable to abstract ones. | comprehending | A. Have students rewrite paragraphs containing abstract words by using more concrete terms. | | |
| | | applying | B. Have students consciously choose effective words relating to a topic on which they plan to speak. | | |
| | | analyzing | C. Have students evaluate their own and others' speeches for use of vocabulary. | | |

ACADEMIC COMPETENCY:

-to develop and use general and specialized vocabularies

66

67

**COURSE:** Speech

**GOAL:** SS000 Understanding and utilizing expression

**TERMINAL OBJECTIVE:** SS0B7.00 To understand methods of research

| INSTRUCTIONAL OBJECTIVES | CONTENT | SKILLS | ACTIVITIES | CURRICULUM CROSS-REFERENCE | RESOURCES |
|---|---|---|---|---|---|
| The learner will 7.01 locate information using a variety of sources. | Sources of information include the card catalog, reference books, periodicals, the READER'S GUIDE TO PERIODICAL LITERATURE, audiovisual materials, vertical file, and biographical sources. | comprehending | A. Provide students with a card catalog subject card and ask questions calling for specific information. | | |
| | | applying | B. Have students use the card catalog to locate information on a specific topic. | | |
| | | comprehending | C. Provide students with sample entries from the READER'S GUIDE and ask questions calling for specific information. | | |
| | | applying | D. Have students obtain information on a given topic from at least five sources . | | |

ACADEMIC COMPETENCIES:

-to use the features of books and other reference materials
-to locate and use resources external to the classroom

**COURSE:** Speech

**GOAL:** SS000 Understanding and utilizing expression

**TERMINAL OBJECTIVE:** SS0B7.00 To understand methods of research

| INSTRUCTIONAL OBJECTIVES | CONTENT | SKILLS | ACTIVITIES | CURRICULUM CROSS-REFERENCE | RESOURCES |
|---|---|---|---|---|---|
| The learner will<br>7.02 demonstrate effective notetaking procedures. | Taking notes involves skimming to locate information, paraphrasing unless a direct quote is being used, using a personal shorthand, and keeping notes organized. | comprehending | A. Provide students with a paragraph on which to take notes. Have students rewrite the paragraph based only on their notes. | | |
| | | applying | B. Have students take notes on note cards and prepare bibliography cards to identify sources. | | |

ACADEMIC COMPETENCIES:

-to gather information from primary and secondary sources
-to quote, paraphrase, and summarize accurately

**COURSE:** Speech

**GOAL:** SS000 Understanding and utilizing expression

**TERMINAL OBJECTIVE:** SS0B7.00 To understand methods of research

| INSTRUCTIONAL OBJECTIVES | CONTENT | SKILLS | ACTIVITIES | CURRICULUM CROSS-REFERENCE | RESOURCES |
|---|---|---|---|---|---|
| The learner will 7.03 synthesize information. | Information gathered from various sources must be assimilated and organized into an outline and a completed paper.<br><br>ACADEMIC COMPETENCY:<br><br>-to organize, select, and relate ideas | | See activities of Instructional Objective SS0B4.05. | | |
| 7.04 demonstrate effective use of support materials. | Documented support materials include quotes, statistics, facts, etc., and must be correctly attributed.<br><br>ACADEMIC COMPETENCIES:<br><br>-to quote, paraphrase, and summarize correctly<br>-to cite sources properly | synthesizing<br><br>synthesizing<br><br>synthesizing | A. Have students prepare a researched speech containing statistics.<br><br>B. Have students prepare a researched speech containing quotes.<br><br>C. Have students prepare a researched speech containing documented statements of fact. | | |

**COURSE:** Speech

**GOAL:** SS000 Understanding and utilizing expression

**TERMINAL OBJECTIVE:** SS0B7.00 To understand methods of research

| INSTRUCTIONAL OBJECTIVES | CONTENT | SKILLS | ACTIVITIES | CURRICULUM CROSS-REFERENCE | RESOURCES |
|---|---|---|---|---|---|
| The learner will 7.05 use non-library sources. | Non-library sources include personal interviews and local, state, national, and corporate sources of specific information. Television, movies, radio, and other nonprint media may be used. | applying | A. Have students interview someone in preparation for a speech. Remind the student to make an appointment, be ready with questions, take notes, and be courteous. | | |
| | | applying | B. Have students write to corporate or governmental sources to obtain information on a topic. | | |

ACADEMIC COMPETENCY:

-to gather information from primary and secondary sources

74

75

**COURSE:** Speech

**GOAL:** SS000 Understanding and utilizing expression

**TERMINAL OBJECTIVE:** SS0B7.00 To understand methods of research

| INSTRUCTIONAL OBJECTIVES | CONTENT | SKILLS | ACTIVITIES | CURRICULUM CROSS-REFERENCE | RESOURCES |
|---|---|---|---|---|---|
| The learner will 7.06 evaluate use of research materials. | Research materials must be used to support the points of the speaker in a clear and honest way without distortion or unnecessary reliance on the source. Proper attribution of sources must be made. | evaluating | A. Provide students with a checklist for evaluating use of resources and have them evaluate the effectiveness of the materials in preparing their own speeches. | | |
| | | evaluating | B. Have students evaluate the use of research materials in the speeches of other class members. | | |
| | | evaluating | C. Have students evaluate use of research materials in political speeches seen on television or videotape. | | |

ACADEMIC COMPETENCIES:

-to quote, paraphrase, and summarize accurately
-to cite sources properly

# LANGUAGE ARTS - SECONDARY

**COURSE:** Speech

**GOAL:** SS000 Understanding and utilizing expression

**TERMINAL OBJECTIVE:** SS0C1.00 To understand the role of listening in deriving information

| INSTRUCTIONAL OBJECTIVES | CONTENT | SKILLS | ACTIVITIES | CURRICULUM CROSS-REFERENCE | RESOURCES |
|---|---|---|---|---|---|
| The learner will 1.01 identify levels of listening. | Listening is an active process requiring concentration and attention. Listening levels include listening for enjoyment, listening for information, and critical listening. | comprehending | A. Have students write two paragraphs, using as many concrete details as possible, one describing a person listening to a speaker and the other describing a person not listening. Describe posture, eye contact, expressions, etc. | | |
| | | comprehending | B. Have students in small groups discuss a topic with each person summarizing the opinion of the person(s) who came before and then stating his/her own opinion. The last person must summarize the opinions of the whole group. | | |
| | | demonstrating knowledge | C. Have students identify and list situations in which they have been called upon to use the different levels of listening. | | |
| | ACADEMIC COMPETENCY: to report accurately what others have said | | | | |

78

79

**COURSE:** Speech

**GOAL:** SS000 Understanding and utilizing expression

**TERMINAL OBJECTIVE:** SS0C1.00 To understand the role of listening in deriving information

| INSTRUCTIONAL OBJECTIVES | CONTENT | SKILLS | ACTIVITIES | CURRICULUM CROSS-REFERENCE | RESOURCES |
|---|---|---|---|---|---|
| The learner will 1.02 demonstrate effective note taking based on material presented orally. | Effective note-taking requires the student to distinguish important material and summarize it in his own words. The organization of the notes should reflect the pattern of organization of the speaker. | analyzing | A. Have students listen to the first part of a presentation and identify the pattern of organization (compare/contrast, list, order of importance, etc.). Demonstrate, using transparencies, how the notes for different types of organization might look on the page (outline, chart, list, etc.). | | |
| | | analyzing | B. Have students take notes from teacher lectures and compare their notes to a transparency which shows possible notes on the same lecture. Discuss. | | |
| | | analyzing | C. Have students take notes on each other's speeches and compare. | | |

ACADEMIC COMPETENCY:

-to recognize and take notes on important points

## LANGUAGE ARTS - SECONDARY

**COURSE:** Speech

**GOAL:** SS000 Understanding and utilizing expression

**TERMINAL OBJECTIVE:** SS0C1.00 To understand the role of listening in deriving information

| INSTRUCTIONAL OBJECTIVES | CONTENT | SKILLS | ACTIVITIES | CURRICULUM CROSS-REFERENCE | RESOURCES |
|---|---|---|---|---|---|
| The learner will 1.03 describe the responsibilities of listening as an audience member. | The positive or negative feedback given to a speaker affects the delivery of a speech. Response is involved prior to the speech, when the speaker anticipates the audience response; during the presentation, when the speaker alters the speech to improve effectiveness; and after the speech, when comments and reactions are made. The listener has the responsibility of giving fair and tactful feedback. | comprehending<br>demonstrating knowledge<br>applying | A. Have students discuss audience response in situations they have experienced as members of the audience, and how the speaker was affected.<br>B. Have students brainstorm and create a list of good listening techniques for an audience member.<br>C. Have students consciously practice the techniques of activity B when listening to speeches of others. | | |

ACADEMIC COMPETENCY:

-to engage critically and constructively in the exchange of ideas

**COURSE:** Speech

**GOAL:** SS000 Understanding and utilizing expression

**TERMINAL OBJECTIVE:** SS0C2.00 To understand the role of listening in processing information

| INSTRUCTIONAL OBJECTIVES | CONTENT | SKILLS | ACTIVITIES | CURRICULUM CROSS-REFERENCE | RESOURCES |
|---|---|---|---|---|---|
| The learner will<br>2.01 apply information derived from listening to new situations. | Information may be derived from a lecture or speech to answer questions or prepare an assignment. | applying | A. Information learned from class lectures should be applied to the current assignments. | | |
| | Information derived from persuasive speeches may be used in rethinking attitudes. | analyzing | B. Have students listen to a persuasive speech and write a short paper on their attitudes on the subject and their reactions to the speech. | | |
| | ACADEMIC COMPETENCY:<br>-to identify and comprehend the main and subordinate ideas in lectures and discussions | | | | |
| 2.02 identify strengths and weaknesses of delivered speeches. | Students should use a checklist or set of questions when evaluating a speech. The speaker's attention to the elements of public speaking -- purpose, audience, speaker, and message -- should be considered along with his/her use of effects, ethics, and aesthetics. | evaluating | A. Have students evaluate a recorded speech given by a well-known speaker. | | |
| | | evaluating | B. Have students evaluate each other's speeches and write a summary of the evaluation. | | |
| | ACADEMIC COMPETENCY:<br>-to evaluate presentations by others | | | | |

**COURSE:** Speech

**GOAL:** SS000 Understanding and utilizing expression

**TERMINAL OBJECTIVE:** SS0C2.00 To understand the role of listening in processing information

| INSTRUCTIONAL OBJECTIVES | CONTENT | SKILLS | ACTIVITIES | CURRICULUM CROSS-REFERENCE | RESOURCES |
|---|---|---|---|---|---|
| The learner will 2.03 identify arguments made in a debate. | A debater must listen for arguments and discover possible refutations. He/she must listen particularly for faulty reasoning. (See Instructional Objective SS9A2.02.) | analyzing | A. After studying fallacies of reasoning, have students listen to or read a debate and identify fallacies. | | |
| | | analyzing | B. Have students participate in class debates and listen critically for arguments they can refute. | | |

ACADEMIC COMPETENCIES:

-to engage critically and constructively in the exchange of ideas
-to recognize fallacies in reasoning
-to draw reasonable conclusions

**COURSE:** Speech

**GOAL:** SS000 Understanding and utilizing expression

**TERMINAL OBJECTIVE:** SS0D1.00 To understand memorization techniques

| INSTRUCTIONAL OBJECTIVES | CONTENT | SKILLS | ACTIVITIES | CURRICULUM CROSS-REFERENCE | RESOURCES |
|---|---|---|---|---|---|
| The learner will<br>1.01 describe the difference between memorizing and "sounding memorized." | Memorized speeches are very appropriate for motivational or inspirational purposes. A well-memorized speech flows smoothly and will sound conversational or dramatic. Techniques include rote memory, visualization, sensory images, mnemonic devices, and others. | comprehending | A. Have students listen critically to memorized speeches, either live or taped, and discuss the method of delivery and use of gestures. | | |
| | | analyzing | B. Have students identify patterns of organization which would lend themselves to memorization and explain why. | | |
| 1.02 demonstrate effective memorization techniques. | In delivering a memorized speech, the speaker should be conscious of gestures and movements (planned gestures can look planned and be distracting) and delivery (a memorized speech may look more like a dramatic performance than a speech). | applying | A. Have students deliver memorized oral interpretations of poetry. | | |
| | | applying | B. Have students deliver memorized stimulative speeches. | | |
| | ACADEMIC COMPETENCY:<br>-to present an opinion persuasively | | | | |

## LANGUAGE ARTS - SECONDARY

**COURSE:** Speech

**GOAL:** SS000 Understanding and utilizing expression

**TERMINAL OBJECTIVE:** SS0D2.00 To use effective self-expression in public speaking

| INSTRUCTIONAL OBJECTIVES | CONTENT | SKILLS | ACTIVITIES | CURRICULUM CROSS-REFERENCE | RESOURCES |
|---|---|---|---|---|---|
| The learner will 2.01 demonstrate standard usage in speaking. | Rules for speaking are not as strict as those for writing. Sentence fragments can be used effectively in speaking. Usage should be appropriate to audience. See also Instructional Objective SS0D7.06. | comprehending | A. Have students give informal synonyms for formal terms. | | |
| | | comprehending | B. Have students rewrite slang which might be offensive to an audience into acceptable usage. | | |
| | | comprehending | C. Have students evaluate their own and others' speeches for appropriate usage. | | |
| 2.02 identify the characteristics of self-expression in speaking. | Self-expression in speaking involves the ability to think and speak clearly and logically, make appealing presentations, and maintain composure. | demonstrating knowledge | A. Have students brainstorm a list of characteristics which effective speakers have. | | |
| | | comprehending | B. Have students view taped or live speeches and list characteristics which make the speech effective. | | |
| | | comprehending | C. Have students view an interview program and discuss the self-expression of those interviewed. | | |
| | ACADEMIC COMPETENCY: -to present ideas clearly in Standard English | | | | |

**COURSE:** Speech

**GOAL:** SS000 Understand and utilizing expression

**TERMINAL OBJECTIVE:** SS0D2.00 To use effective self-expression in public speaking

| INSTRUCTIONAL OBJECTIVES | CONTENT | SKILLS | ACTIVITIES | CURRICULUM CROSS-REFERENCE | RESOURCES |
|---|---|---|---|---|---|
| The learner will 2.03 identify ways to improve self-expression. | Attention to physical elements of presentation, adequate preparation and practice play a major role in improving self-expression. Judging audience response and altering presentation are also important. | evaluating | A. Provide students with an imaginary speaking situation and audience response, and have students decide how they would react to the given situation and why, and how to improve their performances. | | |
| | | analyzing | B. Have students identify their own problems of expression and develop an improvement plan. | | |
| 2.04 demonstrate effective self-expression in speaking. | Self-expression, particularly the ability to think logically under pressure, is particularly important in the extemporaneous or impromptu speech as well as in a prepared speech. | applying | A. Have students demonstrate effective self-expression in question-answer panel discussions. | | |
| | | applying | B. Have students demonstrate effective self-expression by participating in debate. | | |
| | | applying | C. Have students give impromptu and extemporaneous speeches to demonstrate self-expression. | | |

ACADEMIC COMPETENCIES:

-to engage in discussion as both speaker and listener
-to present an opinion persuasively

## LANGUAGE ARTS - SECONDARY

**COURSE:** Speech

**GOAL:** SS000 Understanding and utilizing expression

**TERMINAL OBJECTIVE:** SS0D2.00 To use effective self-expression in public speaking

| INSTRUCTIONAL OBJECTIVES | CONTENT | SKILLS | ACTIVITIES | CURRICULUM CROSS-REFERENCE | RESOURCES |
|---|---|---|---|---|---|
| The learner will 2.05 practice parliamentary procedure. | Parliamentary procedure comprises the formalized rules of conduct for meetings, as defined in ROBERT'S RULES OF ORDER. Participation in parliamentary procedure helps increase effective self-expression. | demonstrating knowledge | A. Have students keep and use a list of terms used in parliamentary procedure. | | |
| | | applying | B. Have students conduct real or mock meetings according to parliamentary procedure. | | |
| | | applying | C. Provide students with model motions for consideration using parliamentary procedure. | | |

ACADEMIC COMPETENCY:

-to engage in discussion as both speaker and listener

**COURSE:** Speech

**GOAL:** SS000 Understanding and utilizing expression

**TERMINAL OBJECTIVE:** SS0D5.00 To understand the use of thinking skills in public speaking

| INSTRUCTIONAL OBJECTIVES | CONTENT | SKILLS | ACTIVITIES | CURRICULUM CROSS-REFERENCE | RESOURCES |
|---|---|---|---|---|---|
| The learner will 5.01 organize logical speeches. | Speech formats include impromptu or extemporaneous, outline, manuscript, and memorized. For each format, a plan must be made and followed. See content SS0B2.01. An impromptu speech should have a simple, clear message and be brief and lively. | applying | A. Assign students a one- or two-minute impromptu speech. | | |
| | | synthesizing | B. Have students prepare and deliver a demonstration speech which explains and shows an audience how to do something. The speaker may employ visual aids. Have other students critique for organization and use of logic. | | |
| | | demonstrating knowledge | C. Have students in small groups list occasions which call for impromptu speaking and ideas which would be appropriate. | | |
| | | applying | D. Have students present a one- or two-minute impromptu speech on a familiar topic of interest and evaluate clarity of message. | | |

ACADEMIC COMPETENCY:

-to choose and organize related ideas

## LANGUAGE ARTS - SECONDARY

**COURSE:** Speech

**GOAL:** SS000 Understanding and utilizing expression

**TERMINAL OBJECTIVE:** SS0D5.00 To understand the use of thinking skills in public speaking

| INSTRUCTIONAL OBJECTIVES | CONTENT | SKILLS | ACTIVITIES | CURRICULUM CROSS-REFERENCE | RESOURCES |
|---|---|---|---|---|---|
| The learner will 5.02 demonstrate effective persuasion in speaking. | Effective persuasion uses logical arguments with evidence which supports each argument. In most cases, the most effective argument should be presented last. | comprehending | A. Provide students with models and have them identify persuasive devices. | | |
| | | synthesizing | B. Have students prepare an imaginary appeal to a public agency or official requesting action on some matter of local or national interest. | | |
| | | synthesizing | C. Have students make sales presentations for imaginary products, explaining why the customer should buy the product. | | |
| 5.03 demonstrate effective argumentation and refutation in debate. | Effective argumentation rests on research and logical presentation. Refutation rests on listening for faulty logic, asking probing questions, and presenting logical, researched rebuttals. | applying | A. Have students role-play a debate between political candidates. Have them research major issues and prepare to answer questions. | | |
| | | | B. See activities of Instructional Objective SS0A3.06. | | |

ACADEMIC COMPETENCIES:

-to present an opinion persuasively
-to recognize and use inductive and deductive reasoning
-to question inconsistency in logic
-to separate fact from opinion

98

99

**COURSE:** Speech

**GOAL:** SS000 Understanding and utilizing expression

**TERMINAL OBJECTIVE:** SS0D7.00 To understand the elements of effective oral communication

| INSTRUCTIONAL OBJECTIVES | CONTENT | SKILLS | ACTIVITIES | CURRICULUM CROSS-REFERENCE | RESOURCES |
|---|---|---|---|---|---|
| The learner will 7.01 identify the qualities of famous voices. | A famous speaker's voice becomes a "trademark." Any speaker can learn to control his voice and its effect to some extent. | demonstrating knowledge | A. Have students make lists of famous voices, then compare lists and come up with a class list of ten most famous voices. | | |
| | | comprehending | B. Play recorded excerpts to see if students can identify the famous voice. Discuss why the voice is famous. | | |
| 7.02 experience group dynamics. | Group dynamics is important in presenting a speech. The speaker must maintain eye contact and be alert to audience response in order to adjust and react in such a way as to accomplish his purpose. Skills learned in small group interaction aid in delivering a speech. | demonstrating knowledge | A. Have students list factors of group dynamics and where they are seen (the winning team, mob violence, political campaign, etc.). | | |
| | | comprehending | B. Have students participate in group discussions on topics such as school spirit. | | |
| | | comprehending | C. Have students participate in group interaction games. | | |
| | | applying | D. Have students present pantomime to experience non-verbal group interactions. | | |
| | ACADEMIC COMPETENCY: | applying | E. Have students participate in improvisation. | | |
| | -to engage critically and constructively in the exchange of ideas | | | | |

**COURSE:** Speech

**GOAL:** SS000 Understanding and utilizing expression

**TERMINAL OBJECTIVE:** SS0D7.00 To understand the elements of effective oral communication

| INSTRUCTIONAL OBJECTIVES | CONTENT | SKILLS | ACTIVITIES | CURRICULUM CROSS-REFERENCE | RESOURCES |
|---|---|---|---|---|---|
| The learner will 7.03 identify rhetorical techniques. | The use of figures of speech, parallel structure, antithesis, repetition, and variation of word meaning (irony, exaggeration, understatement, and rhetorical question) can improve oral communication. | comprehending | A. Provide students with examples for class discussion. | | |
| | | comprehending | B. Provide students with examples of various kinds of word arrangements and have them label the type. | | |
| | | applying | C. Have students employ specified rhetorical techniques in a manuscript speech. | | |
| | | analyzing | D. Have students identify rhetorical techniques used in recorded speeches (Winston Churchill, John Kennedy, etc.). | | |
| | ACADEMIC COMPETENCY: -to be aware of the techniques a speaker is using | | | | |
| 7.04 demonstrate effective breath control. | Effective breath control enhances the smoothness of a presentation. Breaths should be taken unobtrusively at appropriate breaks. | imitating | A. Have students practice appropriate breathing in chorus using a selection of poetry. | | |
| | | applying | B. Have students present short oral interpretations concentrating on breathing techniques. | | |

**COURSE:** Speech

**GOAL:** SS000 Understanding and utilizing expression

**TERMINAL OBJECTIVE:** SS0D7.00 To understand the elements of effective oral communication

| INSTRUCTIONAL OBJECTIVES | CONTENT | SKILLS | ACTIVITIES | CURRICULUM CROSS-REFERENCE | RESOURCES |
|---|---|---|---|---|---|
| The learner will 7.05 demonstrate correct articulation. | Pronunciation and enunciation (forming sounds clearly and distinctly) are vital to effective speech. | practicing | A. Have students practice tongue twisters. | | |
| | | comprehending | B. Have students analyze daily speech for examples of poor enunciation, as in "Whatcha gonna do?" or "Jeet?" (Did you eat?). | | |
| | | comprehending | C. Have students evaluate their own and others' speeches for correct pronunciation of key words. | | |
| 7.06 demonstrate appropriate diction. | Appropriate diction includes language which is suitable for the audience and fitting to the speaker's point. A secondary definition of diction is equivalent to articulation. See content 7.05 | analyzing | A. Have students analyze the audience in regard to a speech assignment to determine appropriate diction. | | |
| | | comprehending | B. Have students identify how and why diction varies in speakers they hear (teachers, ministers, coaches, comedians, etc.). | | |
| | | applying | C. Have students prepare speeches on the same topic to be given to (1) their friends, (2) younger children, (3) the faculty of the school. How would the diction vary? | | |
| | ACADEMIC COMPETENCY: | | | | |
| | -to present ideas clearly in Standard English | | | | |

**COURSE:** Speech

**GOAL:** SS000 Understanding and utilizing expression

**TERMINAL OBJECTIVE:** SS0D7.00 To understand the elements of effective oral communication

| INSTRUCTIONAL OBJECTIVES | CONTENT | SKILLS | ACTIVITIES | CURRICULUM CROSS-REFERENCE | RESOURCES |
|---|---|---|---|---|---|
| The learner will 7.07 demonstrate improved speech quality. | Volume, pitch, rate, and resonance are used to improve the quality of speech and add variety to the speaking movement. | comprehending | A. Have students repeat the same sentence several times varying volume, pitch, and rate, and evaluate the most effective delivery. | | |
| | | comprehending | B. Have students read stanzas of poetry at different rates of speed and compare. | | |
| | | comprehending | C. Have students listen to a famous speech, such as one by Winston Churchill, while reading a transcription. Have them mark long and short pauses. | | |
| | | applying | D. Have students practice voice techniques by choosing a short poem to rehearse and deliver aloud. | | |
| | ACADEMIC COMPETENCY: | | | | |
| | -to present ideas clearly in Standard English | | | | |

**COURSE:** Speech

**GOAL:** SS000 Understanding and utilizing expression

**TERMINAL OBJECTIVE:** SS0D7.00 To understand the elements of effective oral communication

| INSTRUCTIONAL OBJECTIVES | CONTENT | SKILLS | ACTIVITIES | CURRICULUM CROSS-REFERENCE | RESOURCES |
|---|---|---|---|---|---|
| The learner will 7.08 demonstrate the importance of the body as a whole to effective speech. | Physical appearance, facial expression, eye contact, stance, and appropriate gestures enhance delivery and effectiveness. Eye contact is also used to monitor audience feedback. Visual aids may supplement a speech. | practicing | A. Have students practice smooth handling of note cards, outlines, and manuscript pages. | | |
| | | practicing | B. Have students practice a stance which gives firm footing as opposed to a stance which makes it easy to sway and rock. | | |
| | | analyzing | C. Have students write paragraphs describing the body movements of various people, such as beauty contestants and athletes, in speaking situations such as interviews. | | |
| | | applying | D. Have students play charades to demonstrate the importance of gestures and eye contact. | | |
| | | applying | E. Have students prepare a poster to be used with a speech. | | |

ACADEMIC COMPETENCY:

-to be aware of techniques a speaker is using

**COURSE:** Speech

**GOAL:** SS000 Understanding and utilizing expression

**TERMINAL OBJECTIVE:** SS0D8.00 To understand how to control and direct speech in various situations

| INSTRUCTIONAL OBJECTIVES | CONTENT | SKILLS | ACTIVITIES | CURRICULUM CROSS-REFERENCE | RESOURCES |
|---|---|---|---|---|---|
| The learner will<br>8.01 determine the most effective way to present a speaking assignment. | The speaker must evaluate purpose and intended audience to determine the way to present a speech. See content of Instructional Objectives SS0A1.04 and SS0B4.01. | | See activities of Instructional Objectives SS0A1.04 and SS0B4.01. | | |
| 8.02 demonstrate effective speech in a variety of situations. | Students must adapt to a variety of speaking assignments: prepared speeches; speeches read from a script; memorized speeches; extemporaneous speeches; impromptu speeches; and formalized situations using parliamentary procedure. | synthesizing | A. Have students choose speeches from a published book, prepare them in manuscript form with prompt markings, and deliver them. Emphasize conversational style, use of pauses, and emphasis. | | |
| | | synthesizing | B. Have students present speeches using note cards. | | |
| | | synthesizing | C. Have students present memorized speeches. | | |
| | | synthesizing | D. Have students present oral interpretations of literary passages. | | |

ACADEMIC COMPETENCIES:

-to present an opinion persuasively
-to vary one's use of spoken language to suit different situations

110

111

Suggestions for Additions to or Revisions of the
Tennessee Language Arts Curriculum

1. Suggestion for: A. addition / / B. revision / / (please check one)

2. Skills/Subject Area: _____

3. Page Number: _____

4. Addition/Revision to: (please check & give number)

| | | |
|---|---|---|
| Introduction | / / | |
| Terminal Objective | / / | Number: _____ |
| Instructional Objective | / / | Number: _____ |
| Activity | / / | Number: _____ |

5. SUGGESTION: _____

_____

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_____

_____

_____

6. Name of person submitting suggestion: _____

Place of employment: _____

Employed as: _____

Address: _____

_____

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